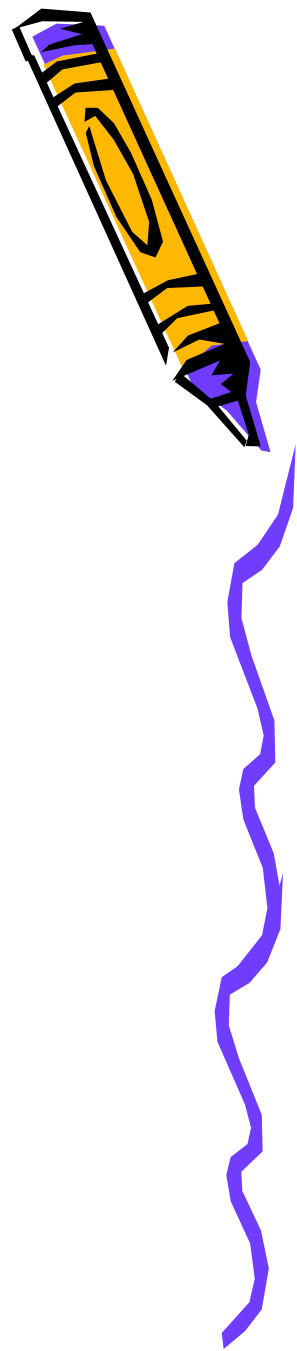
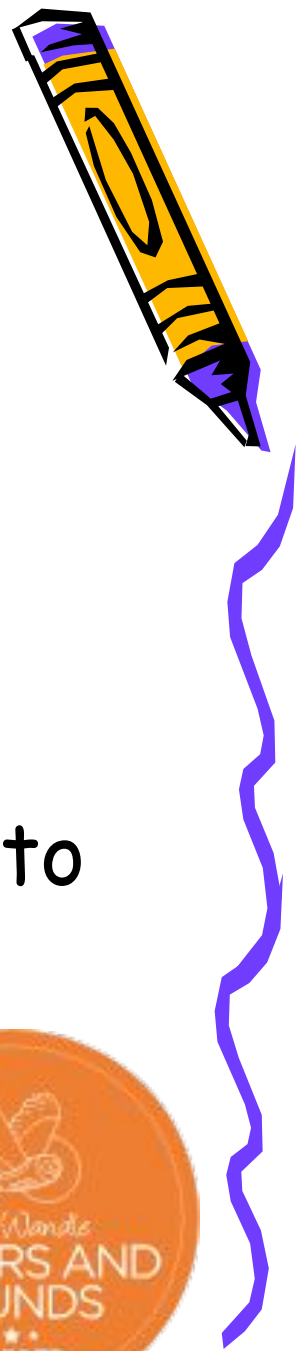


Teaching and Learning Phonics at Gayton



How do we Support Children in School?

- Daily phonic sessions
- Sharing stories daily to increase vocabulary and a love of reading
- Reading groups 3 times a week
- Reading books matched specifically to a child's phonic knowledge
- Precision teaching support



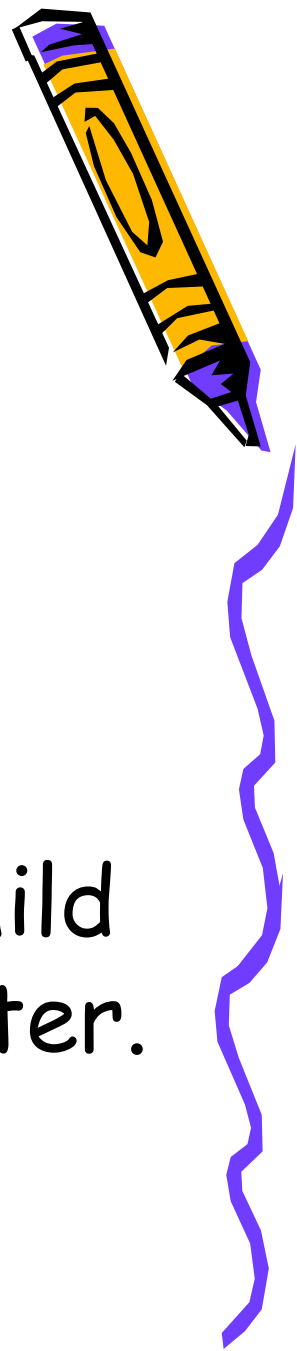
Phonics is all about using ...

skills for
reading and
spelling

+

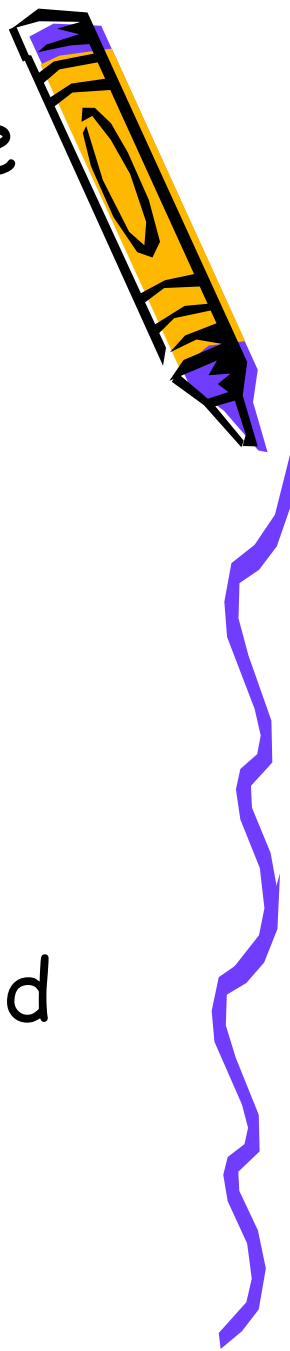
knowledge
of the
alphabet

Learning phonics will help your child
to become a good reader and writer.



At Gayton we follow 'Little Wandle Letters and Sounds'

- 5 Phases
- From Reception to Year 2
- We want our children to be avid readers reading for both purpose and pleasure.



Sounds

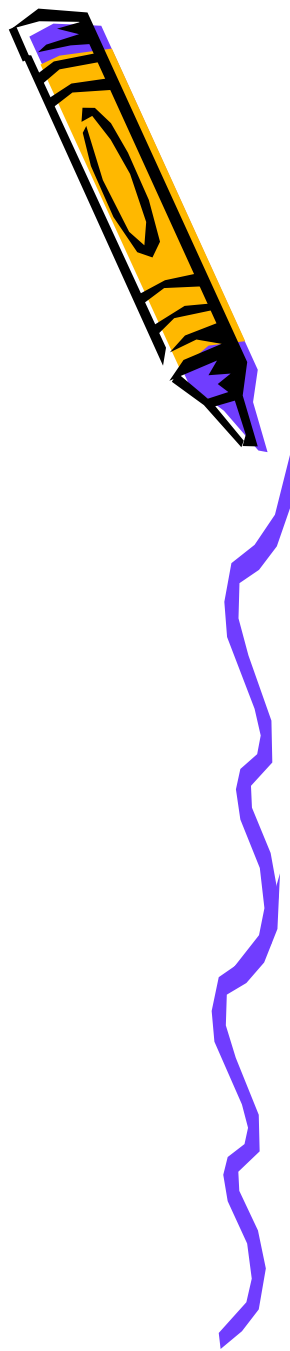
The English language is made up of 44 different sounds.

There are only 26 letters so some sounds are represented by more than 1 letter. Eg 'th' makes different sounds in 'think' and 'that'.

Children are taught to recognise the individual sounds and how these sounds are written.

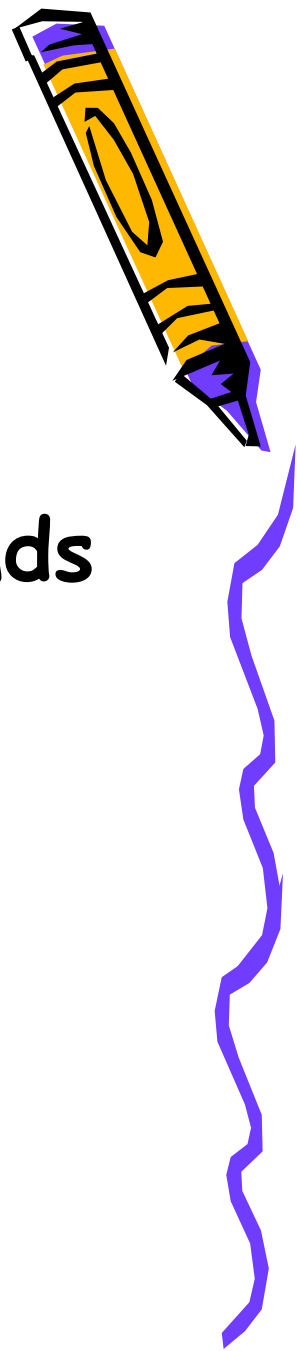


Where is my
child working?



Phase 1:

Getting ready for phonics



1. Tuning into sounds
2. Listening and remembering sounds
3. Talking about sounds

Music and movement

Rhythm and rhyme

Sound effects

Speaking and listening skills

Alliteration



Phase 2: Reception

Learning phonemes to read and write simple words



- Children will learn:

Autumn 1 - s a t p i n m d g o c k c k e u r h
b l f

Autumn 2 - ff (as in puff) ll (as in hill) ss (as in
hiss) j v w x y z zz qu ch sh th ng nk

- They will use these phonemes to read and spell simple "consonant-vowel-consonant" (CVC)



Phase 3:

Learning the long vowel phonemes

Spring 1 - ai ee igh oa oo ar or ur ow oi ear
air er

- They will use these phonemes (and the ones from Phase 2) to read and spell words:

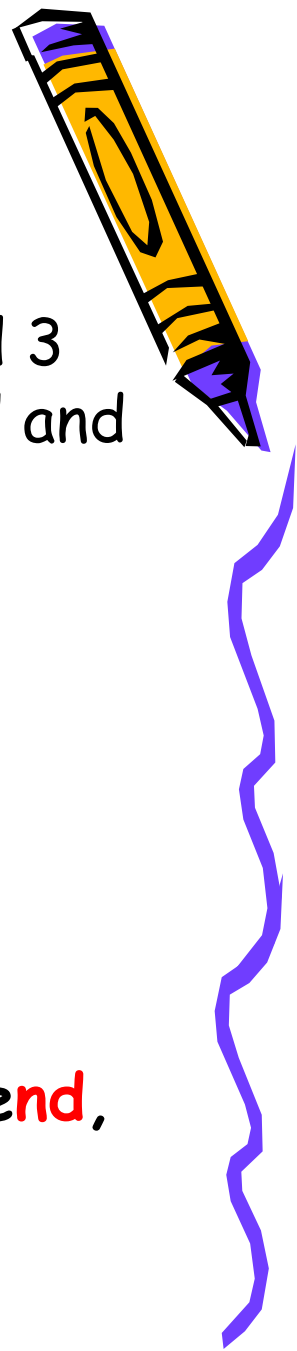
chip, shop, thin, ring, pain, feet, night,
boat, boot, look, farm, fork, burn,
town, coin, dear, fair, sure



Phase 4:

Introducing consonant clusters: reading and spelling words with four or more phonemes

- Children use their knowledge from phases 2 and 3 to read and spell simple words (blending to read and segmenting to spell).
- Phase 4 doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes they already know.
- These words have **consonant clusters** at the beginning: **spot**, **trip**, **clap**, **green**, **clown**
...or at the end: **tent**, **mend**, **damp**, **burnt**
...or at the beginning and end! **trust**, **spend**,
twist



Phase 5 - year 1

Learn alternative pronunciations of graphemes
(the same grapheme can represent more than
one phoneme)

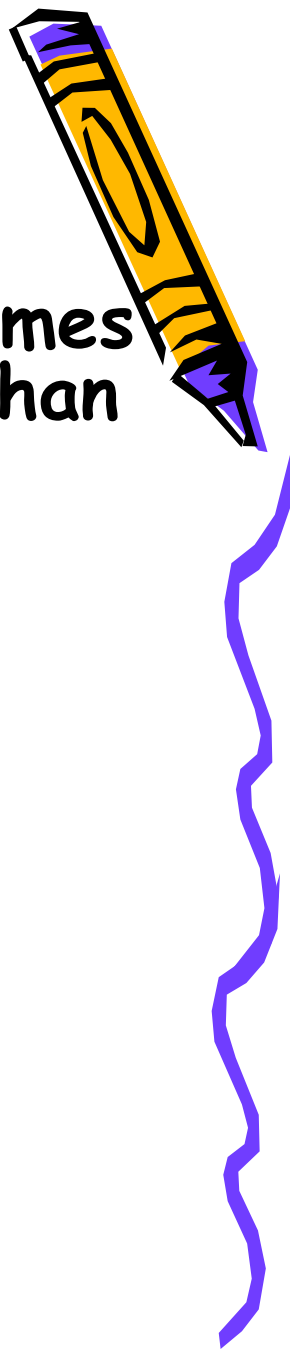
burn

first

term

work

mixer



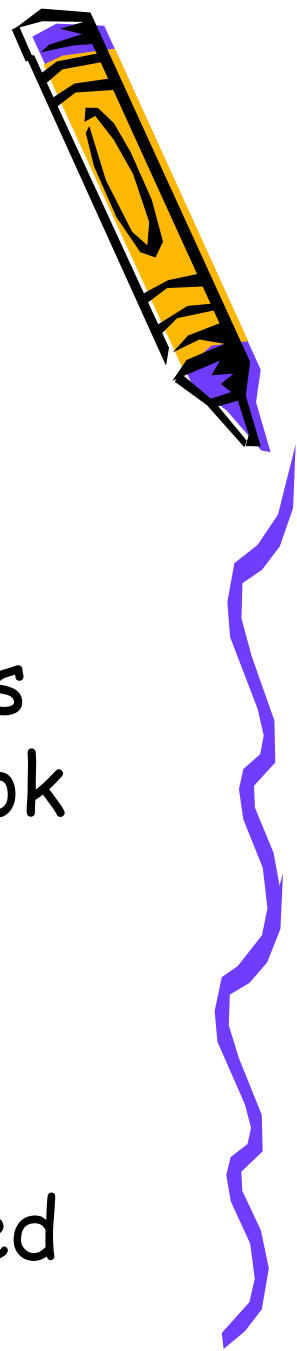
Year 2

Reinforcing phase 5

Focuses on spelling and learning rules for spelling alternatives. Children look at syllables, base words, analogy and mnemonics.



Adding suffixes eg s, es, ing, ed



Terminology



What is a phoneme? The smallest unit of sound

What is a grapheme? A sound written down

How do I blend? Putting the phonemes together to read

What is segmenting? Sounding out to spell

What does CVC mean? Consonant Vowel Consonant eg cat, pin

What are sound buttons? We put marks under the sounds to help us help us blend

Single sounds: j a m
• • •

Digraphs : c h i p
■ • •

Trigraphs : h a i r
• ■



Phonics Words

Your children will learn to use the term:

Blending

- Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word .



Blending

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug

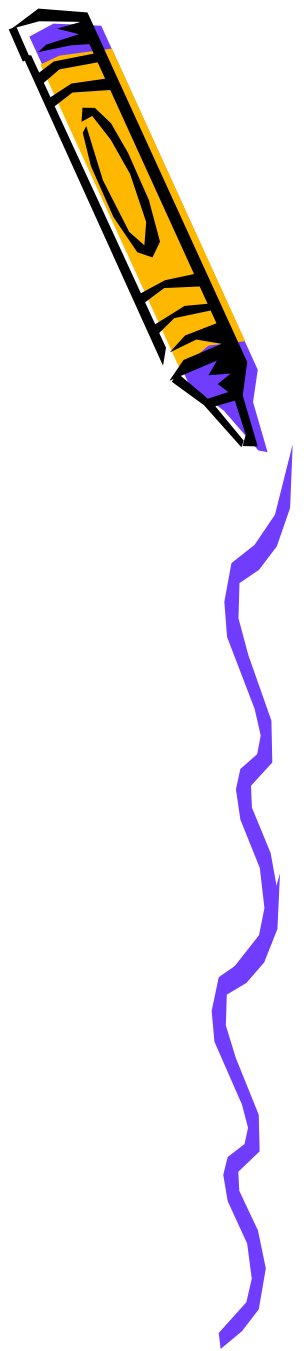


Blending

p-----i-----g

p----i-----g

p-i-g



Phonics Words

Your children will learn to use the term:

Segmenting or 'sounding out'

- Children need to be able to **hear** a whole word and **say** every sound that they **hear**.



Segmenting



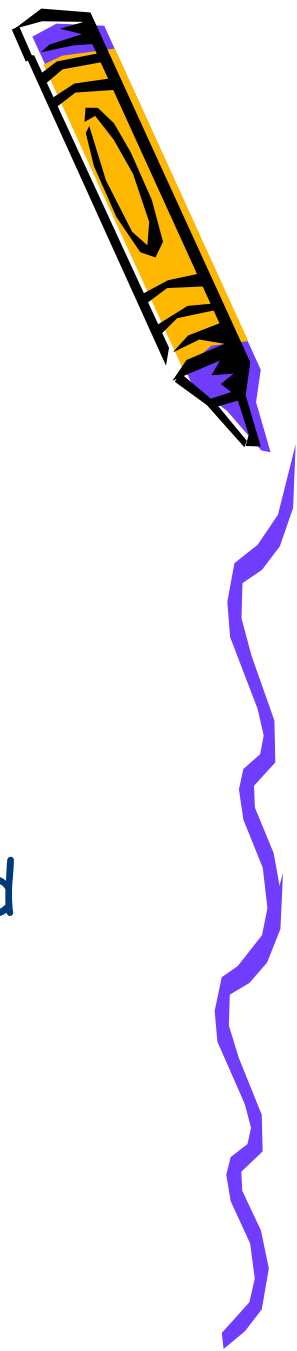
bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/



How can I help at home?



Oral blending and segmenting: the robot game

Children need to practise hearing a series of spoken sounds and merging them together to make a word.

For example, you say 'b-u-s', and your child says 'bus'.



Phonics Words

Your children will learn to use the term:

phoneme

Phonemes are sounds
that can be heard in
words

e.g. c-a-t



Phonics Words

Your children will learn to use the term:

grapheme

This is how a phoneme is written down - think graphics



Phonics Words

Your children will learn to use the term:

digraph

Two letters makes one
sound

e.g. ll, ff, ck, ss



Phonics words

Sound buttons

c	a	t
---	---	---

.

.

.



f	i	sh
---	---	----

.

.

—



Tricky Words

There are many words that **cannot** be blended or segmented because they are irregular.

I

no

go

to

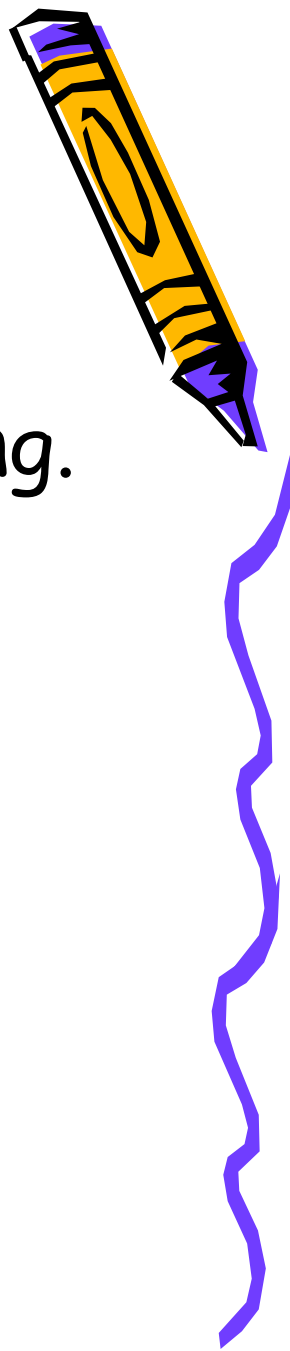
the



High Frequency Words

Appear frequently in reading and writing.
Some we can sound out others we just
have to learn!

E.g. is, in, it, and, like, **you**



Phonics Words

Your children will learn to use the term:

Trigraph

Three letters makes one sound

e.g. igh, ear, ure



Split Digraph

Two letters that make one sound but they are split up!

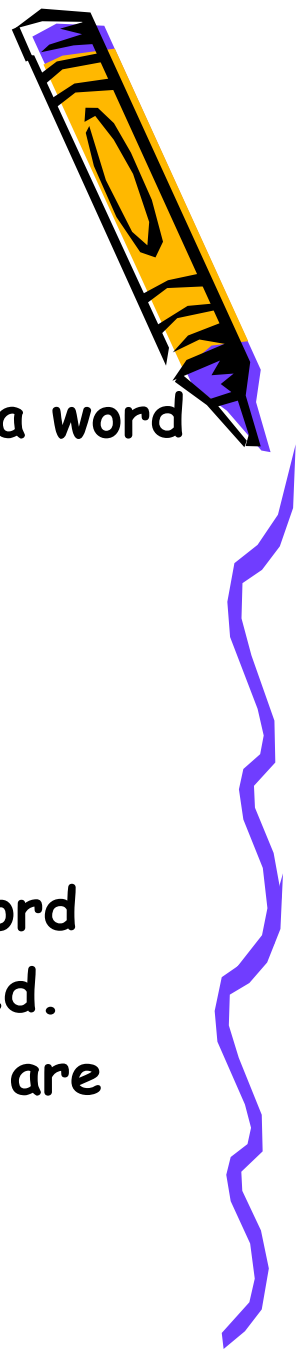
eg.

tie

time



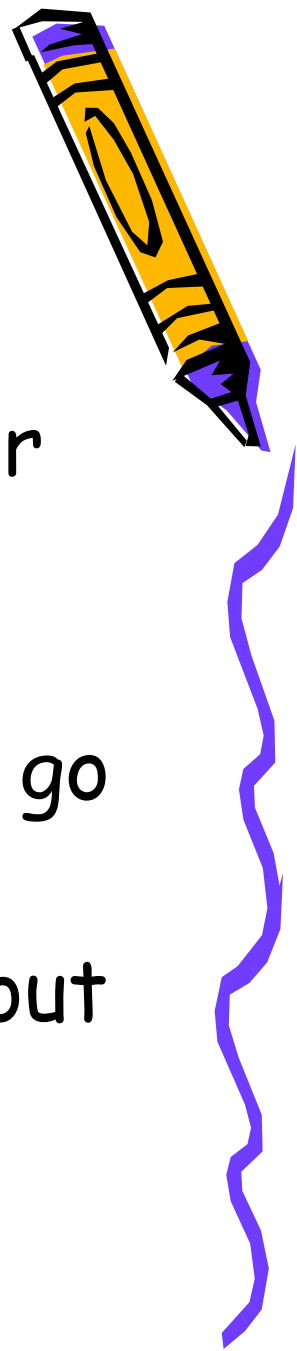
Phonic terms your child will learn at school



- Phoneme: The smallest unit of sound found within a word
- Grapheme: The written sound
- Digraph: Two letters that make one sound
- Trigraphs: Three letters that make one sound
- CVC: Stands for Consonant, Vowel, Consonant.
- Segmenting is breaking up a word into its sounds.
- Blending: Putting the sounds together to read a word
- Tricky words: Words that cannot easily be decoded.
- HFW; High frequency words - common words that are
- important to learn



Phonic Screening in Year 1



- Teacher does the test 1:1 with your child
- There are 40 words that get increasingly more difficult as they go through
- They do not **HAVE** to sound them out but it does help them.



Alien vs Real

- The test is a mixture of real and alien words (to assess their confidence in phonics)
- They do not need to say if it's real or not just sound it out and blend it

ot



vap



osk



ect



At home



- Practise the phonemes together -
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- Use them to make different words at home
- Practise making up silly alien words
- Read, read, read! Try to read everyday with your child if possible. They should be reading their reading book independently but you can also read books to them for pleasure, enjoyment and to build vocabulary
- - reading book (group), recommended read, optional individual read



Any Questions?

